

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 5

Week Ending: 28-07-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: Chieftaincy
Content Standard: B8.1.4.1 Discuss the processes involved in the destooling/ deskinning of a chief or queen mother	Indicator: B8.1.4.1.3 Compare and contrast the destoolment/deskinment processes among their people and other cultures of Ghana	Lesson: 1 of 1
Performance Indicator: Learners can compare and contrast the destoolment/deskinment processes among their people and other cultures of Ghana		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 38		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Engage learners in a discussion about the concept of chieftaincy in Ghanaian cultures.</p> <p>Ask learners if they are familiar with the process of destoolment/deskinment and invite them to share their knowledge or experiences.</p> <p>Explain that today's lesson will focus on the destoolment/deskinment process in various Ghanaian cultures and the similarities and differences among them.</p>	
PHASE 2: NEW LEARNING	<p>Provide information about destoolment/deskinment in different Ghanaian cultures.</p> <p>Lead a class discussion, highlighting the key aspects of the process, including the reasons for destoolment/deskinment and the procedures involved.</p> <p>Learners share their insights, experiences, or any cultural knowledge they have about destoolment/deskinment in their own ethnic group.</p> <p>Divide the class into small groups and assign each group two Ghanaian cultures to focus on.</p> <p>In their groups, learners should discuss and compare the destoolment/deskinment processes of the assigned cultures, noting the similarities and differences.</p> <p>Have each small group present their findings to the class, summarizing the destoolment/deskinment processes of the assigned cultures and highlighting the similarities and differences they discovered.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<u>Assessment</u> Learners to individually write a comparative analysis on the destoolment/deskinment process of their own ethnic group and another Ghanaian culture of their choice.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 28-07-2023	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B8	Class Size:	Sub Strand: Presentation	
Content Standard: B8.2.6.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.6.1.1 Develop and modify their language in narrating some selected daily activities.	Lesson: 1 OF 1
Performance Indicator: Learners can narrate some selected daily activities		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 42			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Narrate what you do at home every Saturday. Describe what you saw on your last visit to a market. Draw and discuss a scenery on a given topic (e.g.: fishing, farming, weaving, etc.). Describe a visit to the hospital. Describe a scene at a lorry station.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

Week Ending: 28-07-2023	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading	
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		Indicator: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 43			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Read longer texts and summarize main and supporting ideas.</p> <p>Give learners longer passages that are interesting to read.</p> <p>Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs</p> <p>Allow learners to read and discuss the ideas in the passage.</p> <p>Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph.</p> <p>Give learners longer passages that are interesting to read.</p> <p>Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		